RISC
Re-Inventing Schools Coalition

Reinventing our Schools

"Bringing hope to all of our children"

RISC is a non-profit foundation whose goal is to positively impact 1 million students and a thousand school districts

The Re-Inventing Schools Coalition was formed in 2002 with support from the Bill and Melinda Gates Foundation

The Coalition is growing…

- Adams 50 School District, Colorado
- Early College of the Redwoods, California
- Ingenium Charter Schools, California
- Flagstaff School District, Arizona
- Lindsay School District, California
- Youth Connections Charter School, Illinois
- Maine Department of Education!

Code of Cooperation

- A process tool used to focus groups on constructive behavior and group functions.

- Brainstorm ideas that lead to a high degree of cooperation.
- Allow everyone to contribute until no new ideas are being generated.
- Share with the entire group.

Parking Lot

+	Δ
Positive comments, "Ah Ha's"	Things that need to be changed…
?	**I**
Questions?	Specific ideas for Improvement

Goals: Participants will…

- Understand the RISC Model and the associated four components
- Learn and apply quality tools and processes to create a systems of excellence
- Analyze the application of RISC concepts to your classroom and school

Overview of the RISC Model

- Shared Vision

Stakeholders drive systemic change

- Leadership

All stakeholders develop leadership capacity

- Standards-Based Design

Standards-Instruction-Assessment-Reporting

Learning is the constant, time is the variable

- Continuous Improvement

Refine processes that foster excellence

"Students should move at their own pace. If they are not mastering the standards, they should not move forward. We need to restructure the school system so we are not thinking in terms of grades (first, second, third, and so on) and are instead thinking in terms of skills."

Arizona Community Foundation (ACF)
President and CEO Robert King

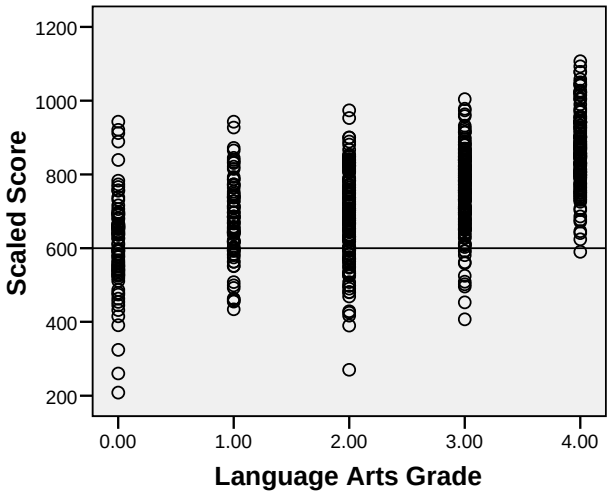
Statement of the Problem

Grades are not an accurate indicator of how students are achieving.

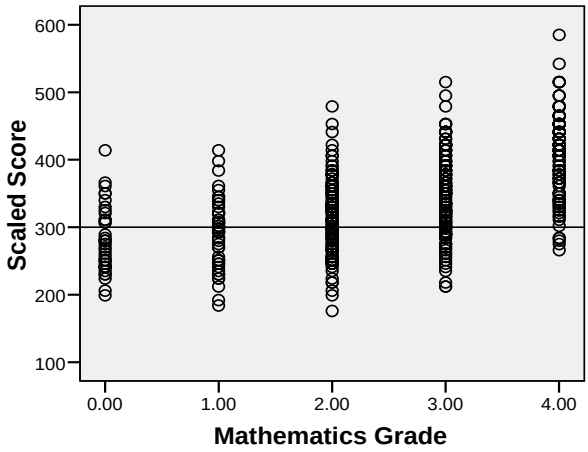
Current Research-- Grades As Performance Predicators On Alaska Standards-Based Assessments

Dr. Sam Stewart 2007

Ninth Grade Language Arts



Seventh Grade Mathematics Grades



CRIS

React to the research on letter grades

- **Clarify**: the question or topic
- **Reflect**: individually
- **Impact**: on you and your system
- **Share**: your thoughts within group

Is it Worth it?

Data from Districts Who Are Engaged in the RISC Model

Why Did We Change?

Obstacles to High Achievement 1994

- Unhealthy Family/Community
- Student Apathy
- Lack of Parental Involvement
- Lack of Meaningful Curriculum
- Specific Needs of Students
- Funding
- Student Dropouts
- Poor Professional Development
- Teacher Burnout
- Workforce Readiness

Chugach School District Standardized Test Scores Comparison

**All scores are National Percentile*

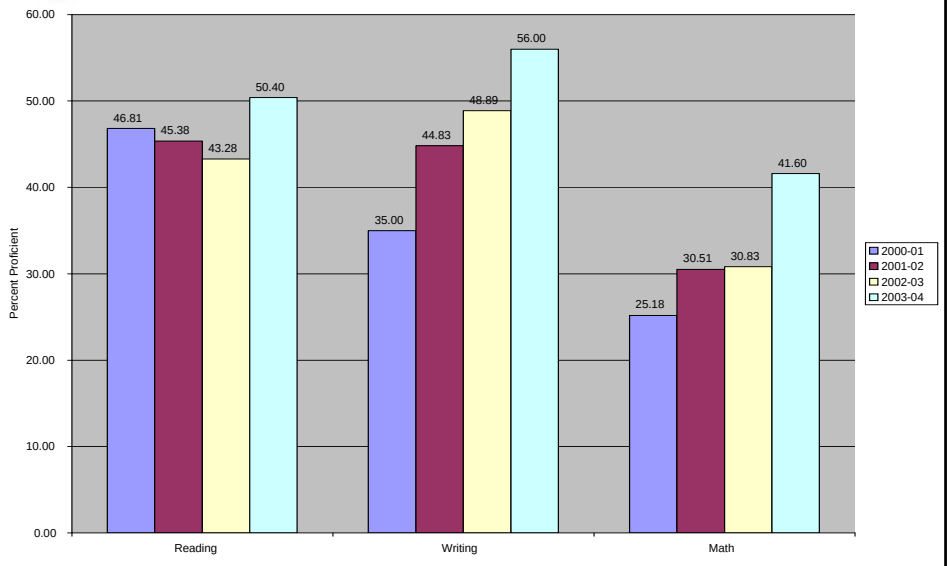
CAT Testing	Total Reading	Total Language	Total Math	Total Spelling
1994/1995	28.4%	26.5%	35.6%	22.0%
1995/1996	43.5%	44.2%	54.3%	32.0%
1996/1997	56.0%	50.0%	58.0%	35.0%
1997/1998	62.5%	59.6%	65.8%	46.0%
1998/1999	71.1%	71.9%	78.1%	65.0%

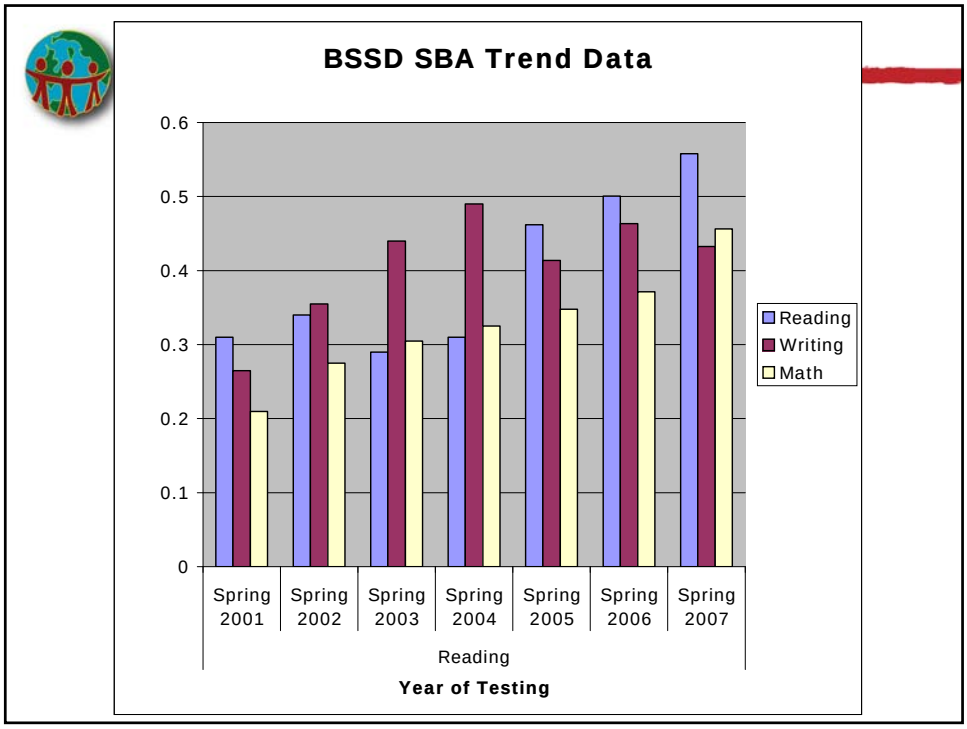
Chugach School District

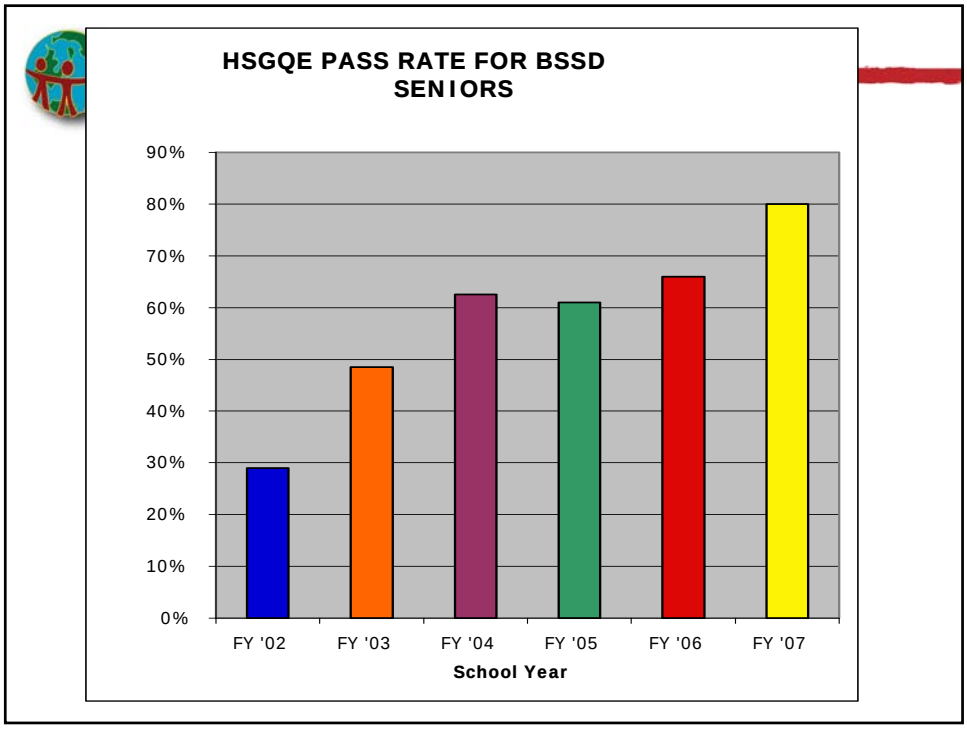
2001 Malcolm Baldrige Quality Award

QuickTime™ and a
Photo - JPEG decompressor
are needed to see this picture.

Lake and Peninsula School District




BSSD SBA Trend Data
0.6
0.5
0.4
0.3
0.2
0.1
0
Spring 2001
Spring 2002
Spring 2003
Spring 2004
Spring 2005
Spring 2006
Spring 2007
Reading
Writing
Math
Reading
Year of Testing


HSGQE PASS RATE FOR BSSD SENIORS
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
FY '02
FY '03
FY '04
FY '05
FY '06
FY '07
School Year

Growth from 2000-01 to 2003-04

	Reading	Writing	Math	Total Growth in 4 years	Average Growth in 4 Years
Coalition	4.26%	27.34%	20.94%	52.54	17.51%
Non-coalition	- 5.27%	9.44%	5.59%	9.76	3.25%

"In general, then, RIM-related perceptions are positively and significantly correlated with district achievement in 2003-2004: Higher achievement generally is found in districts where employees report higher levels of RSM implementation (as measured by the RIM survey), and lower achievement is found where lower levels of RSM implementation are reported.

The total RIM score correlates positively and significantly with both reading (.573) and mathematics (.539) achievement, as do two of the RIM subscales (Shared Vision, Continuous Improvement). That is, as RIM-related perceptions increase, so does the district proficiency percentage in reading and mathematics."

Dr. Ted Codalarci, Head of Research, University of Maine

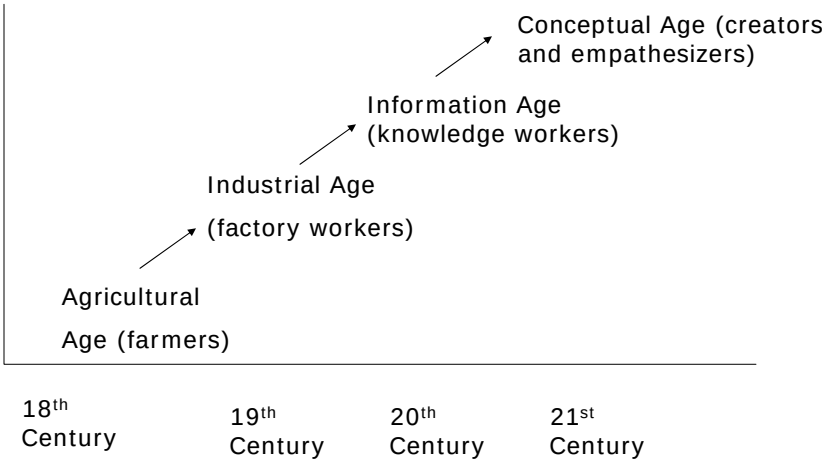
"As far as I can tell, the Re-Inventing Schools Model, as implemented by Chugach and other districts in Alaska involved with RISC is the most comprehensive and well articulated approach to standards-based reform in the entire country"

Dr. Robert Marzano

Factors Influencing Achievement

 School	1. Guaranteed and Viable Curriculum 2. Challenging Goals and Effective Feedback 3. Parent and Community Involvement 4. Safe and Orderly Environment 5. Collegiality and Professionalism
 Teacher	6. Instructional Strategies 7. Classroom Management 8. Classroom Curriculum Design
 Student	9. Home Environment 10. Learning Intelligence/ Background Knowledge 11. Motivation

21st Century Projections from Daniel Pink

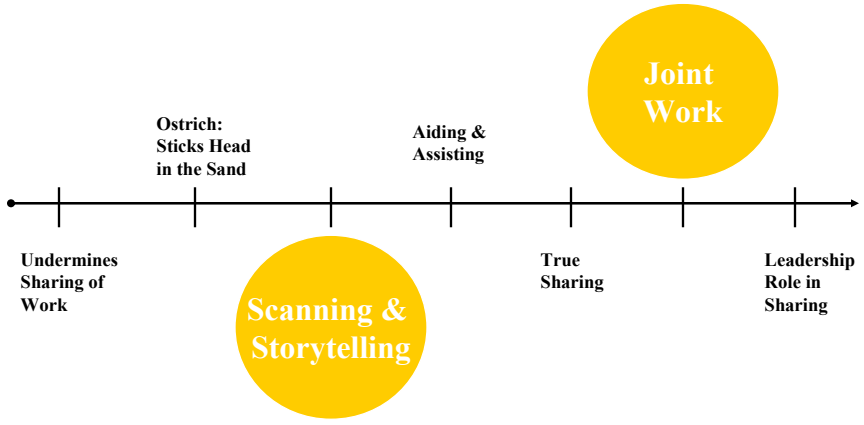


Organizational & Individual Change

Organization O	+	I Individual	=	Personally/Professionally "Yuckville"
O	+	I	=	High Turnover "Breeding grounds for fiefdoms"
O	+	I	=	Constant Conflict "Wealthy attorneys"
O	+	I	=	World Class System ***"BOB"***

Continuum of Collegiality

derived from Judith Warren-Little



Consensogram

How committed are you to being here?

- A **tool** that provides a quick assessment on how people feel about an issue
- Use sticky notes with no names to be more authentic
- Determine what we want to measure (How committed are folks to being here?)
- Discuss how this can set the tone for the training (moral purpose, burning issues etc.)

RISC Model

Shared Vision

Leadership

Standards-Based Design

Continuous Improvement

Guiding Questions

What is a Shared Vision?

Why a Shared Vision?

Who is involved in the Shared Vision?

How and when is a Shared Vision created?

What is a Shared Vision?

Think-Pair-Share

- Reflect Individually
- Discuss
- Share with a partner

What is a Shared Vision?

- Gather input from **all** stakeholders on how to help all children reach their dreams
- Series of **meetings** and **processes** to hear everyone's voice, so there will be unconditional support for the vision
- This should happen at the district, school, and classroom level

Why is Shared Vision important?

5 Whys Process

WHY

WHY

WHY

WHY

WHY?

The ultimate goal of change is when people see themselves as shareholders with a stake in the success of the system as whole.

-Michael Fullan

Clock Activity: A tool that allows us to network with others

- Draw a clock on a sheet of paper
- Label 12, 3, 6, 9 o'clock
- Set up appointments with your colleagues

A Process

Creating a Shared Vision that reflects all stakeholders

- Ask the important questions
- Take the time to educate stakeholders
- Survey the interest, support and willingness

Important Sample Questions

1. According to current test scores how are our students doing?
2. What happens to our students once they leave our K-12 system?
3. What will students need to know in the 21st century?
4. If needed, how do we change our current system to meet the needs of all students?

Skills Desired by Fortune 500 Companies

In order of Importance

- Teamwork
- Problem Solving
- Interpersonal Skills
- Oral Communications
- Listening
- Personal/Career Development
- Creative Thinking
- Leadership
- Goal Setting/Motivation
- Writing
- Organizational Effectiveness
- Computation
- Reading

Create a Shared Vision.
What skills do our students need for the 21st century?

Brainstorming Technique

Go around the room and every person has the floor to speak

Possible State Level Support and District Level Autonomy

State:

- Develop and provide standards and aligned rubrics in reading, writing, math, science, and social science

District:

- Develop and provide standards and aligned rubrics in non-core areas (technology, culture, character development, arts, health, etc.) through a shared vision process

In regards to Shared Vision what did you learn that can help your **school**, your **classroom,** and/or your **organization**?

What is an effective SV at the classroom level?

Student input:

Create positive learning environment around a **code of ethics**

Develop classroom procedures aligned to shared vision

Implement simple improvement **cycles**

RISC Model

Shared Vision

Leadership

Standards-Based Design

Continuous Improvement

Guiding Questions

- What does effective leadership look like?
- Why do we need leadership at all levels?
- How can we help others become more effective leaders?
- How do we measure and report it?
- What are some tools to help us become more effective leaders?

Everyone is a leader

because everyone

influences someone.

Not everyone will become a great leader,

but everyone can become a better leader.

Student Bering Strait School District

Affinity Chart

What are the characteristics of quality leaders?

1. Individually brainstorm a list on sticky notes
2. As a group organize the sticky notes into like categories
3. Label each group (vision, morals, etc.)
4. Share back with the rest of the group

Leadership for Incremental Change

- Emphasize relationships
- Establish strong lines of communication
- Be an advocate for the school
- Provide resources
- Maintain visibility
- Protect teachers from distractions
- Create culture of collaboration
- Look for and celebrate successes

Marzano 2006

Leadership for Second Order Change

- Shake up the status quo
- Expect some things to seem worse
- Propose new ideas
- Operate from strong beliefs
- Tolerate ambiguity and dissent
- Talk research and theory
- Create explicit goals for change
- Define success in terms of goals

Marzano 2006

We described leadership and recognized its importance -
now how do we instruct, assess and report it?

Stages of change

(Concerns Based Adoption Model)

Awareness
Understanding
1st Implementation **(buy-in vs. commitment chicken vs. pig)**
Routine
Refinement
Replication

If we shy away from discomfort,
we will never grow.

If we seek challenge,
we will continuously grow,
often in unexpected ways.

~Ira Chaleff

"Everyone can be Great, because Everyone can Serve."

-Dr. Martin Luther King, Jr.

Will you unleash your leadership potential?

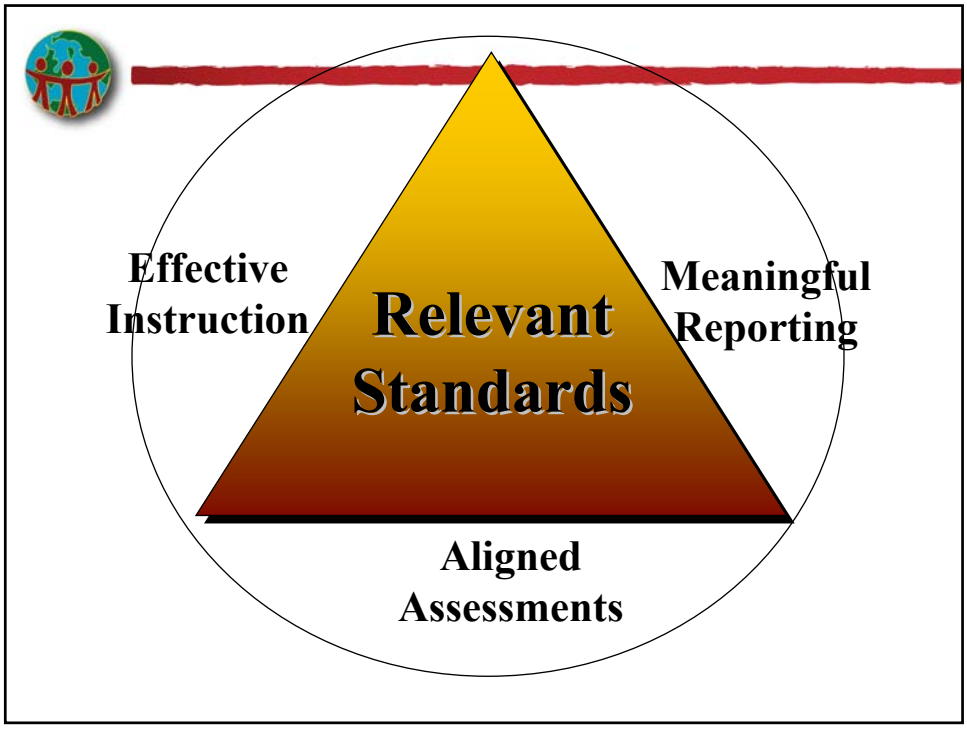
Will you use your leadership skills to better mankind?

RISC Model

- Shared Vision
- Leadership
- Standards-Based Design
- Continuous Improvement

Guiding Questions

- What is a RISC “standards-based system”?
- What does it look like in a classroom, school, and district?
- What are some tools to help us?
- How do we measure and report it?
- Why a standards-based system?



What is Standards-Based Design?

The term "Standards-Based Design" refers to an education system where students: are placed in developmentally appropriate content area levels, receive instruction along a continuum of experiences from direct skills-based instruction to real-life application of skills and knowledge, progress is based upon students' demonstration of mastery on internal assessments (not time or age), report cards reflect progress towards mastery of individual standards and content area levels. This approach includes systematic tools, processes, and planning templates that assist staff with delivery and communication. The associated tools, processes, and templates are input driven, which allow for significant and consistent opportunities for student contributions in the design, delivery, and assessment of phases of the Standards-Based Instructional Model.

Student Engagement

Authentic Engagement: Pursuing learning because they understand the purpose, means and outcomes, students have needs met, intrinsic

Ritual engagement: compliant, "What do I get for it?", do what is required, substitute good grades for learning

Passive Compliance: doing the minimum to get by, have work accepted rather than doing it right and respected

Retreatism: uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity

Rebellion: rejecting the means/outcomes of an activity and substituting it with their own goals, self destructive

Where would you place yourself?

Authentic Engagement: Pursuing learning because they understand the purpose, means and outcomes, students have needs met, intrinsic

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Standards in Courses

(State and local standards are embedded in all required grades and courses)

Advantages:	**Disadvantages:**
• Easy transition into current system • Course grade indicate student performance on standards • Easy to identify what standards are being addressed	• Difficult for the system to accommodate students learning at different rates • Does not lend itself to integration of multiple standards • Specific needs of students aren't being addressed

Standards in Developmental Levels

Advantage	**Disadvantage**
• Research strongly supports this model • Meets the individual needs of every student • Everyone knows the expectation • Highly accountable/aligned • Support multiple ways to reach standards	• Massive paradigm shift for education • Scheduling, reporting, assessments and resource allocation are redesigned • Advil and Mallox, will be your best friends

There is more computing power in a happy birthday sound card than the whole world in 1952.

(Source - Innovations magazine 1995)

20th Century Schools	21st Century Schools
• Time based • Textbook-driven • Passive learning • Teacher-driven • Discipline problems • Fragmented curriculum • Grades averaged • Low expectations • Curriculum is irrelevant to students • Diversity of students ignored • 3 Rs • Teacher is the judge of students' work	

20th Century Schools	21st Century Schools
• Time based	Performance-based
• Textbook-driven	Research-driven
• Passive learning	Active learning
• Teacher-driven	Teacher/ Student-driven
• Discipline problems	Little or no discipline problems
• Fragmented curriculum	Aligned curriculum
• Grades averaged	Grades based on what was learned
• Low expectations	International benchmarking
• Curriculum is irrelevant to students	Curriculum is relevant to students
• Diversity of students ignored	Diversity of students embraced
• 3 Rs	3Rs plus 21st century skills
• Teacher is the judge of students' work	Self, peer, business and teacher judge students' work

Why a Standards-Based System?

----THINK - PAIR- SHARE----

THINK- On your own, consider the question

PAIR- With a partner, explain your thoughts

SHARE- Volunteer to share your partner's thoughts

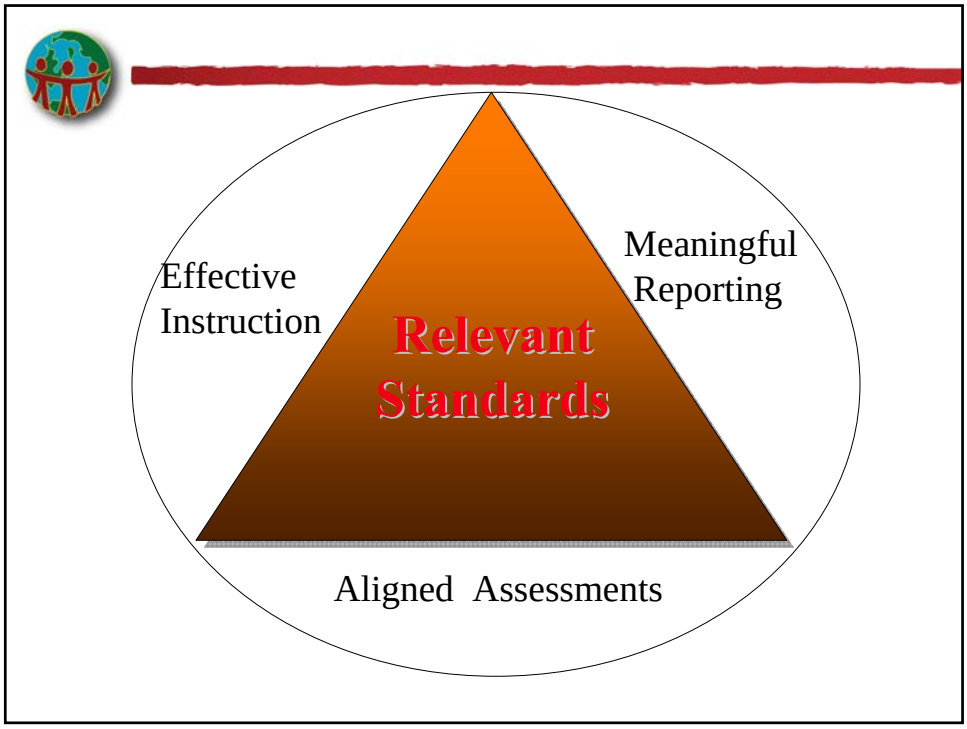
Standards- Based Treasure Hunt

In your groups using all available tools and samples discuss and analyze the standards-based packet

- Clarify the task
- Reflect individually
- Impact on your system
- Share with your group

CRIS

The four subcomponents of Standards-Based Design



Example: Relevant Standards

- Reading
- Writing
- Math
- Science
- Social Science
- Service Learning
- Personal/Social Development
- Career Development
- Technology
- Cultural Awareness and Expression

Technology

STANDARD:

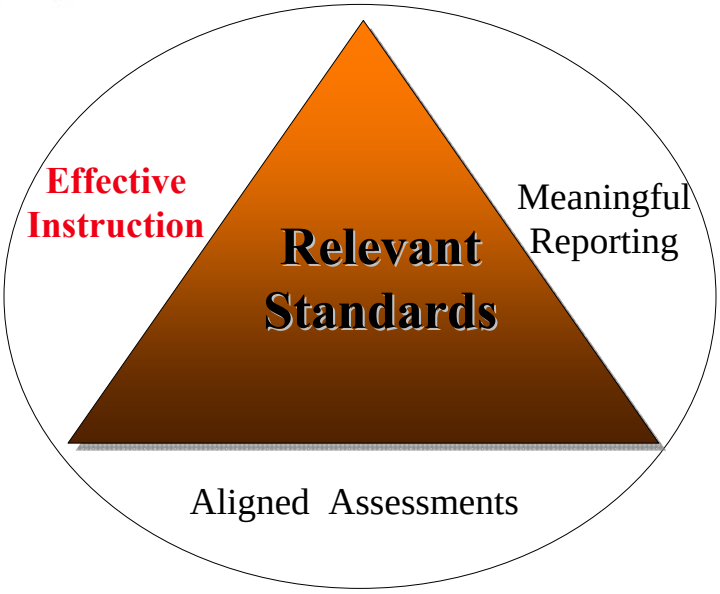
Students will operate technology based tools to manage information, solve problems, and express ideas in a responsible manner.

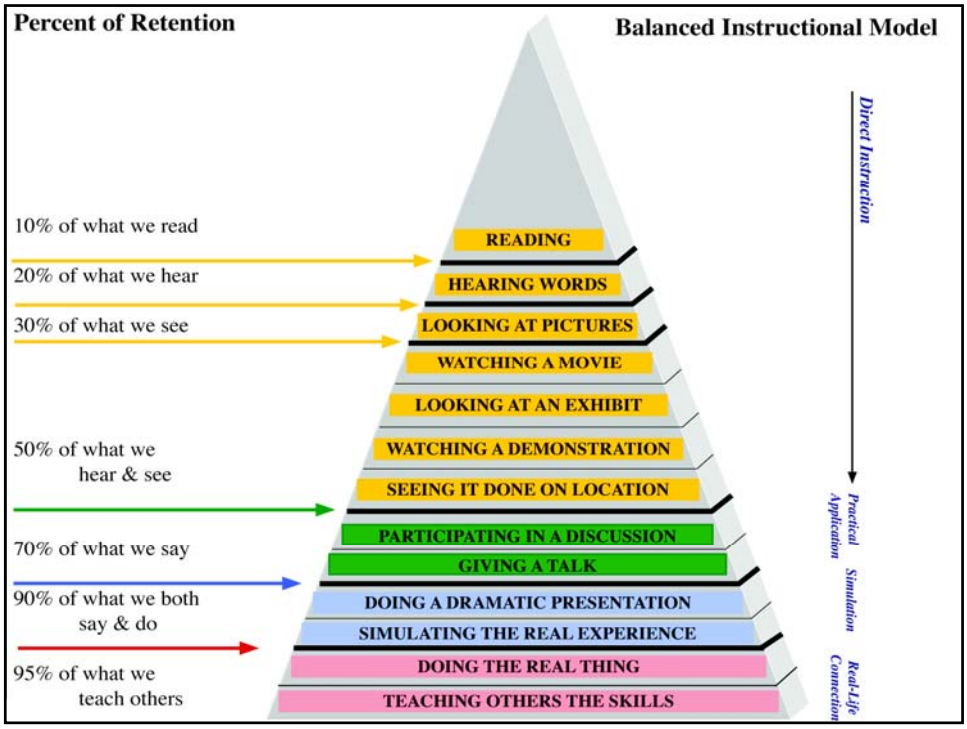
KEY ELEMENTS:

- Use a computer to enter and retrieve information.
- Use technological tools for learning, communication, and productivity.
- Manage and maintain technology tools.
- Diagnose and solve common technology problems.
- Use technology to observe, analyze, interpret, and draw conclusions.
- Examine the role of technology in the workplace and explore careers that require

Level I	Level II	Level III	Level IV	Level V	Level VI
•Introduction to the keyboard as students learn the alphabet. •Stamp or type letters as students learn the alphabet. •Use appropriate software independently and collaboratively to support learning across the curriculum.	•Learn and use the basic function keys. •Type in a short story or description and save it. •Create at least 1 page of several classroom multimedia projects. •Use appropriate software independently and collaboratively to support learning across the curriculum.	•Begin to use new keys and 2 handed typing. •Type in larger projects with several sentences and begin editing. •Create pages for class multimedia projects using variety of media. •Work with teacher to locate information on the Internet. •Use appropriate	•Develop keyboarding skills that are quicker and as accurate as handwriting. •Create and publish a product. •Create simple multimedia projects which contain hacked ideas. •Work with the teacher to access info on the Internet. •Use simple programs to record and graph data.	•Strive for 25 WPM speed and accuracy goal on keyboard. •Publish a document using an accepted format. •Create multimedia projects linking key ideas through variety of media. •Use simple spreadsheet to solve problems. •Navigate independently through Internet to locate resources.	•Proficient at 25 WPM speed and accuracy goal on keyboard. •Publish a document that uses info imported from variety of sources. •Identify various formats of writing. •Create multimedia projects containing 3 media components minimum. •Navigate through

Level VII	Level VIII	Level IX	Level X	Level XI	Level XII
•Strive for 30 WPM speed and accuracy goal on keyboard. •Publish a document using basic editing software and skills to revise. •Create multimedia projects using increasingly sophisticated linking of ideas and media. •Locate specific info	•Proficient at 30 WPM speed and accuracy. •Explore uses of technology in the workplace and examine careers that require the use of technology. •Demonstrate ethical and legal use of technology. •Diagnose and solve common technology problems.	•Use appropriate keyboarding skills at all times. •Publish a document incorporating appropriate page design and formatting tools. •Create a minimum of 3 cross-curricular multimedia projects for public presentation.	•Use appropriate keyboarding at all times. •Create a simple WWW page including at least one graphic, text, and link to another Internet site. •Access info from various databases for class	•Use appropriate technology to access info and evaluate learning in the academic and vocational areas of interest. •Develop a working knowledge of specific technology for interest areas such as programmable calculators.	•Present personal electronic portfolio to public while explaining career and schooling options. •Demonstrate competency in technological area of interest by instructing younger students in that area. •Complete personal





Balanced Instructional Model

- **Drill and Practice**:

Traditional teaching, knowledge bits, skill-based

- **Practical Application**:

How will the student use this?

- **Interactive:**

Simulation of an event (e.g., “City Unit”)

- **Real Life Connection**:

Outside the walls of the classroom, doing the real thing

Role of the Teacher

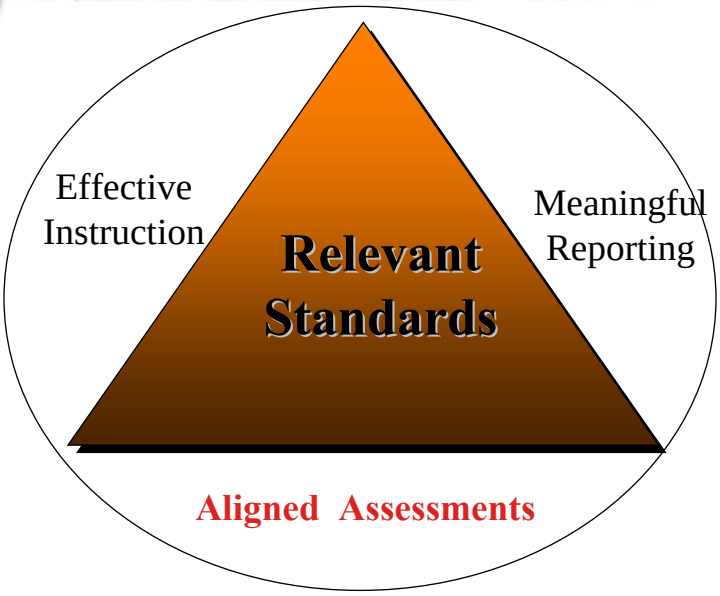
Traditional	21st Century
•Industrial Model •Factory Oriented •Lecturer •Chalkboard •Textbooks--Outdated •Static Classroom •Academic Disciplines Only Reading, Writing, Arithmetic, Science,Social Studies,Foreign Language •Structured Environment	•Facilitator •Cooperation Groups •Hands-On •Individualized •More Technology •Relevant Curriculum •Re-Training •Flexible to Change •Willing to Risk •Different Type Organization & Classroom Management •Visionary

Role of the Curriculum

Traditional	21st Century
• Learn Basic Facts (Specific) • Purpose to go onto Higher Education--Not Job Related • Passive, Role Learning • Short Term • Little Relevancy • Low Level Assessment	•Learn to use Resources •Learn How to Solve Problems • Utilize Technology •Relative Life Skills •Discuss How to be Active, Responsible Member of the Community •Business Expectation •Community Expectation

Role of the Student

Traditional	21st Century
• Attend School • (3) R's • High School Basic Courses • Theory • Retell Facts • Short Term Memory • Pass/Fail • Sit Down, Shut Up • Follow Where Led	•Attend School •(3) R's •Tech. - Problem Solving •Application •Active Participant •Not Tied to the Classroom (Community/Work Experiences) •Social Skills •Work Skills •Values •Portfolio, Other Assessments •Explore--Lead



Assessment Types

- Skills
- Analytical (rubrics)
- Self
- Peer

Skills Assessments

Assessment Activities

- Pop quizzes
- Vocabulary Quizzes
- Chapter Questions
- Character Analysis
- Identify Elements - Visual

Self Assessments

Self-Assessment Activities

- Student made rubrics with student self assessment
- Teacher made rubrics with student self assessment
- Class made rubrics with student self assessment
- Life skills monitoring

Sample Life Skills Self- Assessment Tool

N ame:

P/S/H 5.2 A pplies conflict resolution and critical thinking skills to a variety o f situations.

Date : -- ✓ + * Why I gave m yse lf this score:

Date : -- ✓ + * Why I gave m yse lf this score:

Date : -- ✓ + * Why I gave m yse lf this score:

PSH 5.4 Develops a stro n g pers o nal ethic (punc t uality, qua lity t ask completion, best e f fort, honesty, appro p riat e dress, etc.).

Date : -- ✓ + * Why I gave m yse lf this score:

Date : -- ✓ + * Why I gave m yse lf this score:

Date : -- ✓ + * Why I gave m yse lf this score:

Peer Assessments

Peer-Assessment Activities

- Student made rubrics with peer assessment
- Teacher made rubrics with peer assessment
- Class made rubrics with peer assessment
- Classroom wide life skills monitoring

Analytical Assessments

Activities

- Reading Journals
- Literary Criticism
- Literature Discussions
- Re-Create or Re-Write a Section
- I-Search / Research
- Essay Test
- Learning Logs
- Book Talks / Review
- Author Interview
- Application of learning
- Presentations
- Letters to the Editor
- Service Projects
- Internships

Rubrics

- Student generated
  - Each unit
  - Beginning of the year
    - A Template
    - Re-visit / modify
- Teacher generated
  - Standard in *Proficient* column
  - Team built
  - Indicators – standards

Sample Analytic Assessment or Rubric

Standard 3: ORGANISMS AND THE ENVIRONMENT: Understand the unity, diversity, and interrelationships of organisms, including their relationship to cycles of matter and energy in the environment.		
	Grade 5	
Level 4.0	**In addition to Level 3.0, in-depth inferences and applications that go beyond what was taught such as:** • SC 5.3. 1 Explain and give detailed examples of the cycle of energy among producers, consumers, and decomposers. • SC 5.3. 2 Explain and give examples of how specific relationships among producers, consumers, and decomposers in an ecosystem affect the cycling of matter.	
	Level 3.5	In addition to Level 3.0 performance, in-depth inferences and applications with partial success.
Level 3.0	**While involved in tasks involving cycles of matter and energy the student will:** • SC 5.3. 1 describe the cycle of energy among producers, consumers, and decomposers *(diagram and describe the flow of energy among producers, consumers, and decomposers (e.g., food chains, food webs)* • SC 5.3. 2 describe the interdependent relationships among producers, consumers, and decomposers in an ecosystem in terms of the cycles of matter *(illustrate the relationship (e.g., carbon dioxide and oxygen exchange) among producers, consumers, and decomposers in an ecosystem)* **The student exhibits no major errors or omissions.**	
	Level 2.5	No major errors or omissions regarding the simpler details and processes and partial knowledge of the more complex ideas and processes.
Level 2.0	**There are no major errors or omissions regarding the simpler details and processes as the student:** • recognizes or recalls specific terminology such as: o producer o consumer o decomposer o cycle of energy (food chains, food webs) • recognize the accuracy of basic solutions and information such as: o identify what a producer, consumer, and decomposer is within a cycle of energy **However, the student exhibits major errors or omissions regarding the more complex ideas and processes.**	
	Level 1.5	Partial knowledge of the simpler details and processes but major errors or omissions regarding the more complex ideas and procedures.
Level 1.0	**With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.**	
	Level 0.5	With help, a partial understanding of some of the simpler details and processes but not the more complex ideas and processes.
Level 0.0	**Even with help, no understanding or skill demonstrated.**	

Rubric Building Activity

Oral Presentations

- What defines an effective public speaker?
- Brainstorm a list at your table.

Oral Presentations Rubric

	Emerging	Developing	Proficient	Advanced

Sample Project Guide

Project Selections:

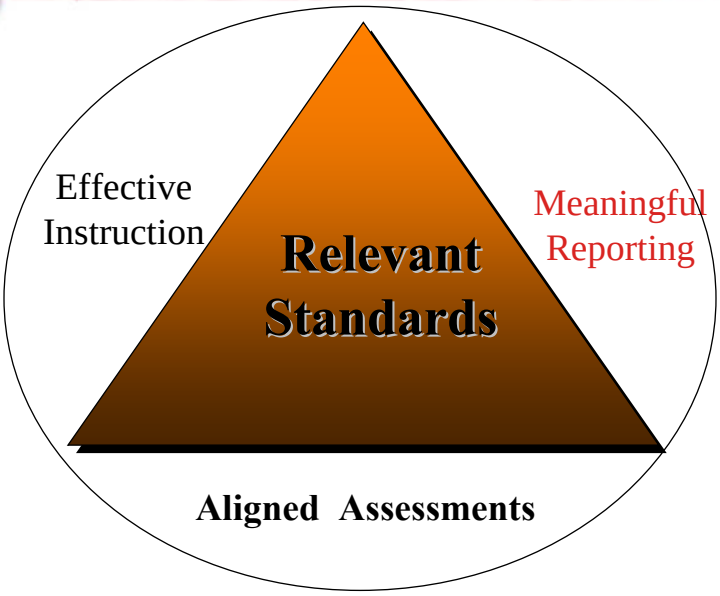
1. Write a two page essay describing the literal and metaphorical meaning of a selected theme. The essay should include a thesis statement, strong organization and an appropriate concluding statement.
2. Present a formal speech using note cards on an approved theme of the text. This should be about three minutes. (May use visual aids)
3. Write a play or skit that demonstrates the main idea or further elaborates a selected theme of the text. The play should be two to three pages of text* and last about five minutes.
4. Write an excerpt from an imagined journal of a selected character in the text. The four journal entries (one page each) should cover and correlate to a major event or particular theme of the story while providing a character study.
5. Re-write the story or write a varied account (four to five pages) of the story using a different setting and characters. The time period could also be altered. The underlying message *should remain*.
6. As a journalist cover a major event in the novel. Use the six major questions: who, what, when, where, how and why. You may present in written format as a newspaper article* (front page worthy, two pages) or as a television news show (pre-recorded with script*, five minutes).
7. Write a concept song or rap that demonstrates the main idea, theme or summary of the text. The song should last approximately three to five minutes.
8. Create a thorough visual representation that summarizes the major events and themes of the text. This should include explanations or captions for each pictorial representation that informs the viewer.
9. Create a physical activity or game that summarizes the major events and themes of the text. By participation in the game, a player should become better acquainted with the text.
10. Create a board game that utilizes the characters, setting, plot and theme. Players will become more familiar with the book by assessing their knowledge of the story throughout in the game. Rules and procedures should be well thought out.

Other Ideas

Rubrics are not just for the classroom.

Stakeholder Activities

- Reporting systems
- School culture
- School presentations
- Staff Meetings
- Rubric for rubrics



How do we record and report in a standards-based system?

A Sample Snapshot

Sample Student

View Snapshot Help

Content Areas	Levels						
	01	02	03	04	05	06	A
Career and Content Literacy	Tested Out	Proficient	Proficient	Advanced	20%		
Communication Literacy	Tested Out	Tested Out	Tested Out	Advanced	Proficient	20%	
Numeric Literacy	Tested Out	Tested Out	Proficient	Advanced	61%		
Personal, Social, Service Skills	Proficient	Advanced	Proficient	Proficient	6%	6%	
Reading and Literature	Tested Out	Tested Out	Tested Out	Proficient			
Science and Global Environments	Credit Trans	Credit Trans	Credit Trans	Proficient			29%
Social Environments	Credit Trans	Credit Trans	Credit Trans	Proficient	Advanced	0%	
Technological Literacy	Proficient	Proficient	Advanced	Proficient	Advanced	25%	

Testing Out

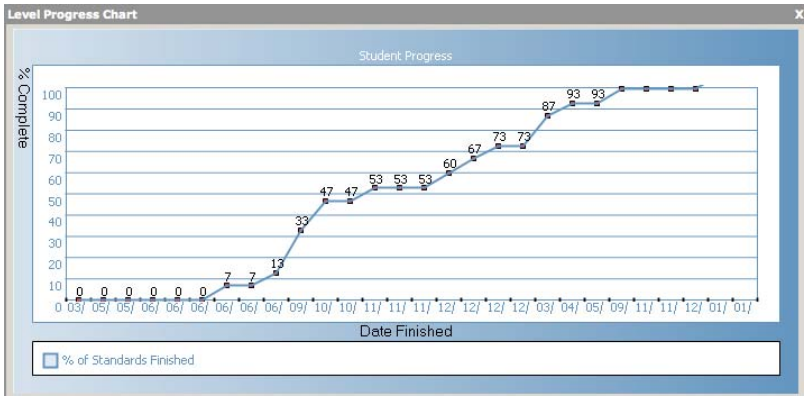
Graduation Target

Transferring Credits

Completed Level

Progress

Sample Student Progress Chart for a content area.



Student Performance Snapshot

	Standard Areas	1	2	3	4	5	6	7	8	9	10	11	12
1	Mathematics												
2	Technology												
3	Social Science												
4	Reading												
5	Writing												
6	Cultural Awareness/Exp												
7	Personal/Social/Health												
8	Career Development												
9	Service Learning												
10	Science												

Using the RISC OSAT,

Review “Standards-Based Design”.

How might this impact Maine School Systems?

RISC Model

- Shared Vision
- Leadership
- Standards-Based Design
- **Continuous Improvement**

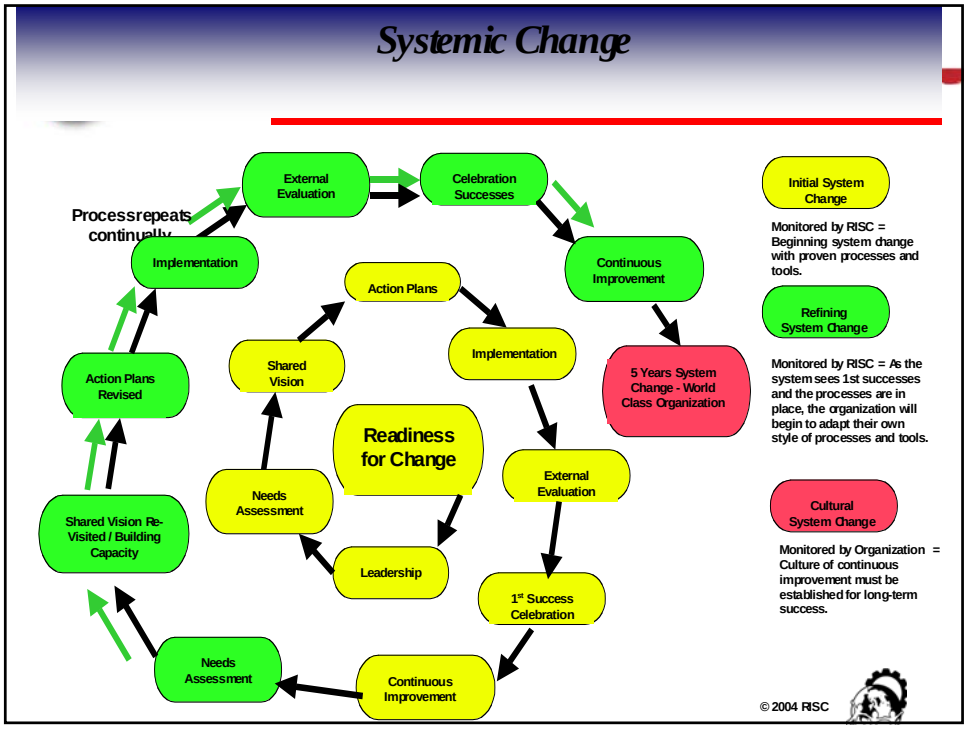


Exhibit x. RISC Change Continuum, Goal Replication Timeline

	Year 1	Year 2	Year 3	Year 4	Year 5
Awareness					
Understanding					
First Implementation					
Routine Use					
Refinement					
Replication					

What does Continuous Improvement look like?

Student, Teacher, Principal and Superintendent

PDSA Process Tool

Purpose: To set goals, design the plan for goal attainment and assess the success of the plan

PLAN What is the goal?

DO How do you implement it?

STUDY Was it a success?

ACT What WILL you change or do differently?

PDSA Sample

Focus Area Partnerships Date: October 2008 Author(s): Wendy Battino

Plan	Implement	Evaluate	Refine
Comprehensive plan overview with input from appropriate stakeholders **P.2 & M1.2** **Published Materials/Presentations:** P.2.1 By June 2010 four RISC partners or other nationally recognized education professionals/organizations presentations or publications reflect modifications (in writing) that incorporate RISC Model elements or openly support its adoption	*Timeline with concrete roles and responsibilities* • Create Contact List including; Larry Lezotte and his contacts, Bob Marzano, Michael Furdyk. • Read, research and synthesize new educational material, reports and books that will support RISC, and add to contact list. • Communicate with contacts on latest RISC tools and deliverables, present with book, reports… • Invite contacts to Winter/Spring Symposia, Meetings in bwer 48, Board Meetings.	*What evidence will be reviewed to document progress towards goal?* Contact List and communications begin by October 12. ▪ Partners articulate understanding of RISC processes in presentations/publications ▪ Maintain and update contact list ▪ Generating Interest, recognition… ***Deliverables*** At least one Presentation or publication referring to RISC work published on RISC website by June of 2009.	*What evidence will be reviewed to document progress towards goal?* Refinements on going with collected presentations or publications on RISC published on website by June of 2010

Delivering on the Promise

What did you learn that can help your **school**, your **classroom,** and/or your **organization**?

Goals: Participants will…

- Understand the RISC Model and the associated four components
- Learn and apply quality tools and processes to create a systems of excellence
- Analyze the application of RISC concepts to your classroom and school

Applying RISC Concepts to Your Classroom and School

- Shared Vision
- Leadership
- Standards-Based Design
- Continuous Improvement

Table Task

- What RISC Model component is the most pertinent to your classroom and school at this time (L, SV, SBD, CI)?
- What do you see as the biggest challenges your classroom and school faces in making the transition to a standards-based system?

"Doing the right things in the right ways."

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